



**Welcome to Today's Webinar!**

# **Using Evidence-based Registries for Program Selection— Realities for Bullying Prevention**

**This event will start at 11:00 a.m. E.T.**



**Safe and Supportive Schools**  
Engagement | Safety | Environment

# Welcome to Today's Webinar



## Audio Information

Dial: **888-942-9044**

Conference ID: **3098845**

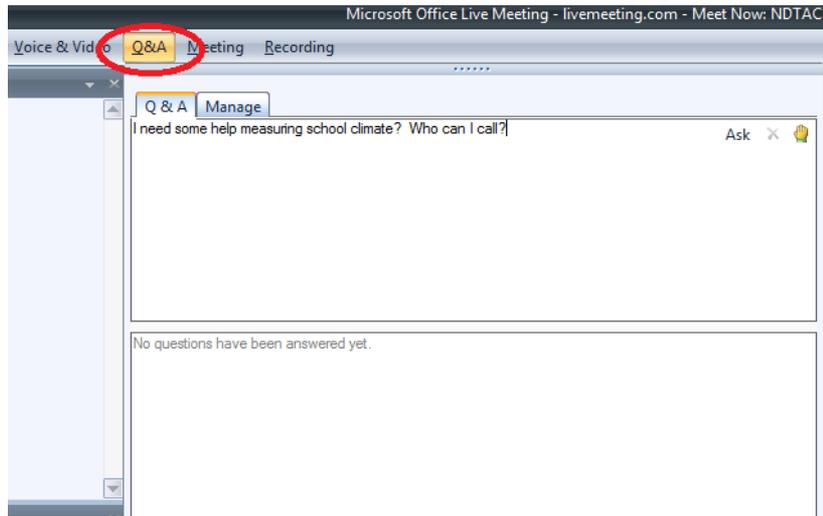
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If you have any questions about the Live Meeting technology or the Webinar, please contact SSSTA at [sssta@air.org](mailto:sssta@air.org).

# Questions, Event Feedback & Contact Information



## Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org) during the Webinar.

## Feedback Form



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### Participant Feedback

**Establishing Supportive Relationships between Teachers, Staff, Students and Families**  
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

\*1. My role can best be described as (please check as many as apply):

- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member            | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member               | <input type="checkbox"/> State Administrator           |                                   |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student                       |                                   |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

**For assistance during the Webinar, please contact the Safe and Supportive Schools Technical Assistance Center at [sssta@air.org](mailto:sssta@air.org).**



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# The Safe and Supportive Schools Technical Assistance Center



- **Funded by the U.S. Department of Education’s Office of Safe and Healthy Students.\***
- **Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.**
- **Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.**

\*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

# Safe and Supportive Schools Website



http://safesupportiveschools.ed.gov



**Safe and Supportive Schools**  
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Technical Assistance

Events

Topics & Research

States & Grantees

News

About

## Springboard

### Roles

School/District Administrators  
Teachers  
School Support Staff  
State Administrators  
Community & Family

### Topics

Engagement  
Environment  
Safety  
School Climate Measurement  
Program Implementation



## MEETING THE CHALLENGE:

Building & Sustaining Capacity to Improve Conditions for Learning

AUGUST 8-9, 2012

WASHINGTON • MARRIOTT • WARDMAN PARK

### Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

### Upcoming Events

**Implementation Webinar Series: Using Evidence-based Registries for Program Selection - Realities for Bullying Prevention** [View Events](#)

July 25, 4:00 pm - 5:30 pm ET  
July 26, 11:00 am - 12:30 pm ET  
[Learn More](#)

**U.S. Department of Education's Office of Safe and Healthy Students' National Conference: Meeting the Challenge - Building & Sustaining Capacity to Improve, Conditions for Learning**

August 8-9, 2012 (Washington DC)  
[Learn More](#)

### Research

The 2011 Youth Risk Behavior Surveillance MMWR Surveillance Summary and the 2011 National Youth Risk Behavior Survey (YRBS) results have been released. [Access Summary](#), [Data File](#), [Fact Sheets](#)

U.S. DOJ study reveals that school officials are more likely to learn of child victimization than police or medical authorities. [Access Report](#)

### News Clips

July 23, 2012

**Students Answer to Peers in L.A.'s Teen Courts**

In the teen courts that have operated for two decades in Los Angeles, trained high school students question their peers, determine guilt, and

## State in Focus

### Maryland

The [Maryland Safe & Supportive Schools \(MDS3\) Initiative](#) hosted a training with its school climate coaches on April 23 & 24. The coaches learned how to build collaborative district/community teams that engage in strategic planning so their current work is sustainable and has a long-lasting impact.



## Voices from the Field



What is the primary method your community uses to select safe and supportive school programs?

[Take Poll](#)

[See what others think](#) [Learn what experts think](#) [Share your experiences](#)



# Federal Partners in Bullying Prevention



- **The Federal Partners in Bullying Prevention is an interagency effort led by the Department of Education that works to coordinate policy, research, and communications on bullying topics, including Webinars like this one.**
- **The Federal Partners include representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders.**
- **The Federal Partners coordinate closely with [www.stopbullying.gov](http://www.stopbullying.gov).**





http://www.stopbullying.gov/

stopbullying.gov

Home | Newsroom | Videos | Resources | Policies & Laws 

SEARCH

WHAT IS BULLYING | CYBER BULLYING | WHO IS AT RISK | PREVENT BULLYING | RESPOND TO BULLYING | GET HELP NOW

**FEATURES**

- Report Cyberbullying
- Free Webinar
- Community Strategies
- Policies and Laws

Everyone in the Community Can Play a Role in Preventing Bullying

**WHAT YOU CAN DO**

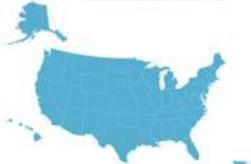
-  Support Kids Involved
-  Assess Bullying
-  Utilize Resources
-  [Bullying & Youth with Special Needs](#)
-  Know the Warning Signs

**UPDATES**

- Sign up for Site Updates <#>
- Cartoon Network Premiere *Speak Up Bullying* Documentary at D.C. Middle School <#>
- Department of Justice Examines Impact of Bullying in Schools
- Secretary Sebelius Speaks at White House Conference on LGBT Health
- Join us on Twitter <#>

**STATE POLICIES & LAWS**

Find your state or territ  Go





## Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other



**Which of the following best describes the primary reason you chose to participate in today's session?**

- You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- You are interested in gaining new information and strategies for your own professional use.
- Both of the above.



1

## Using Evidence-based Programs (EBP) Registries

Brian K. Bumbarger, Evidence-based Prevention & Intervention Support Center,  
Penn State University

2

## Using CrimeSOLUTIONS.gov

Amy Staubs, MPH, Office of Justice Programs, U.S. Department of Justice

3

## A Community's Experience in Selecting a Program via a Registry

Nancy Vaniman, Project Director, Choose Peace/Stop Violence





# Using Evidence-based Registries for Program Selection

Brian K. Bumbarger, Evidence-based Prevention & Intervention Support Center





**1** The purpose for EBP registries

**2** The definition of “evidence”

**3** The benefits of selecting programs from EBP registries

**4** The role of registries and evidence in program selection decisions





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**Crime SOLUTIONS .gov**

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RELIABLE RESEARCH. REAL RESULTS.

Search    [Advanced Search](#)

**TOPICS** | All Programs | About CrimeSolutions.gov | Resources | FAQs | Nominate a Program

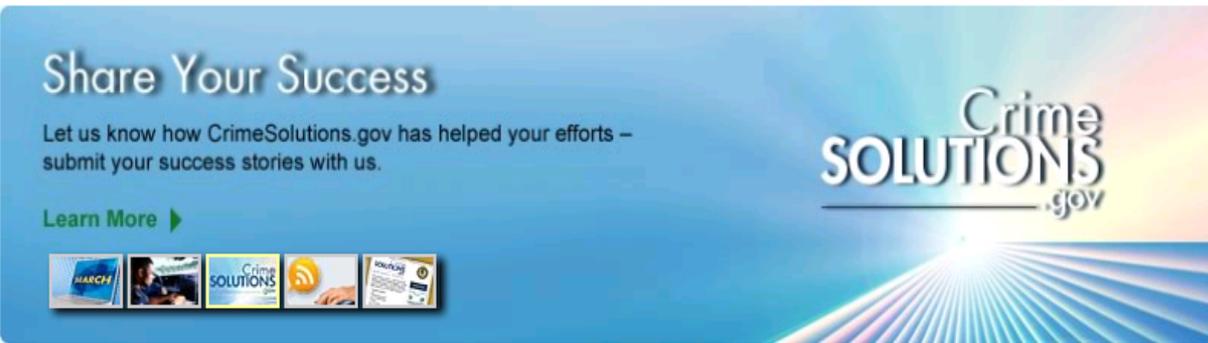
Topics A-Z

- Corrections & Reentry
- Courts
- Crime & Crime Prevention
- Drugs & Substance Abuse
- Juveniles
- Law Enforcement
- Technology & Forensics
- Victims & Victimization

## Share Your Success

Let us know how CrimeSolutions.gov has helped your efforts – submit your success stories with us.

[Learn More](#)



**About CrimeSolutions.gov** | [Announcements](#) | [Recently Posted Programs](#)

The Office of Justice Programs' CrimeSolutions.gov uses rigorous research to determine **what works** in criminal justice, juvenile justice, and crime victim services.

On CrimeSolutions.gov you will find:

- ◆ Research on program effectiveness reviewed and rated by Expert Reviewers
- ◆ Easily understandable ratings based on the evidence that indicates whether a program achieves its goals: ([Program Review and Rating from Start to Finish](#))



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### I would like to:

- ◆ [Learn how programs are rated](#)
- ◆ [Understand how to use this information](#)
- ◆ [Search for a program](#)
- ◆ [View a list of all programs](#)
- ◆ [Find out who rates programs](#)
- ◆ [Recommend a program](#)

Using EBP  
Registries

Using  
CrimeSOLUTIONS.  
gov

Community  
Experience Selecting  
Program via Registry



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# SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)



NREPP | Advanced Search - Mozilla Firefox

File Edit View History Bookmarks Tools Help

NREPP - Dogpile Web Search x NREPP | Advanced Search x +

nrepp.samhsa.gov/AdvancedSearch.aspx

Facebook Twitter / Home Google Analytics PRAMS ACT R34 Project Book... PCCD Home PSU Home Paper.li EPISCenter EPISCenter Grants EPISCenter Placements Zimbra: Inbox

**NREPP** SAMHSA's National Registry of Evidence-based Programs and Practices

Find an Intervention | Reviews & Submissions | Learning Center | Contact Us

NREPP is a searchable online registry of **more than 220 interventions** supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment. We connect members of the public to intervention developers so they can learn how to implement these approaches in their communities.

NREPP is **not** an exhaustive list of interventions, and inclusion in the registry does not constitute an endorsement. ([More about NREPP](#)).

Basic Search | **Advanced Search** | View All Interventions

### Find an Intervention - Advanced Search

Select criteria below to run an advanced search of NREPP-reviewed interventions.

**Areas of Interest**

- Mental health promotion
- Mental health treatment
- Substance abuse prevention
- Substance abuse treatment

**Outcome Categories**

- Alcohol
- Cost
- Crime/delinquency
- Drugs

**Geographic Locations**

- Urban
- Suburban
- Rural and/or frontier
- Tribal

**Ages**

- 0-5 (Early childhood)
- 6-12 (Childhood)
- 13-17 (Adolescent)
- 18-25 (Young adult)

**Races/Ethnicities**

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino

**Settings**

- Inpatient
- Residential
- Outpatient
- Correctional

zotero

Using EBP Registries

Using CrimeSOLUTIONS.gov

Community Experience Selecting Program via Registry



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## PEDIATRICS

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

### Preventive Interventions: Addressing Underage Drinking: State of the Evidence and Steps Toward Public Health Impact

Richard Spoth, Mark Greenberg and Robert Turriss  
*Pediatrics* 2008;121:5311-5336  
 DOI: 10.1542/peds.2007-2243E

The online version of  
<http://www.pediatrics.com>

PEDIATRICS is the official journal of the American Academy of Pediatrics, 500 Grove Village, Illinois, 60007. Copyright © 2008 by the American Academy of Pediatrics. All rights reserved. Print ISSN: 0007-1226. Online ISSN: 1098-9101.

American Academy of Pediatrics  
 DEDICATED TO THE HEALTH OF ALL CHILDREN

## What works in preventing bullying: effective elements of anti-bullying programmes

Maria M Ttofi and David P Farrington  
*Institute of Criminology, Cambridge University, Cambridge, UK*

### ABSTRACT

This paper summarises the results of a systematic review and meta-analysis of the effectiveness of anti-bullying programmes in schools. Extensive searches were carried out in 18 databases and in 35 journals. The number of reports on anti-bullying programmes increased considerably over time. Nearly 600 reports were found, but only 59 of these (describing evaluations of 30 different programmes) were eligible for inclusion in our review because they described a high-quality evaluation. We coded the elements of the intervention in these programmes and key features of the evaluation and related these to the effects of the intervention. These types of figures have never been presented in any previous systematic review or meta-analysis of anti-bullying programmes. Our meta-analysis showed that school-based anti-bullying programmes are effective in reducing bullying and victimisation (being bullied), which were reduced by about 20–23% in experimental schools, compared with control schools. The most important programme components that were associated with a decrease in bullying were parent training, improved playground supervision, disciplinary methods, school conferences, videos, information for parents, work with peers, classroom rules and classroom management.

### KEY WORDS

Systematic review; meta-analysis; anti-bullying programmes in schools; intervention components; evaluation research.

### Introduction

In light of the serious short-term and long-term effects of bullying on children's physical and mental health (Ttofi & Farrington, 2008) it is understandable why school bullying has become a topic of both public concern and research efforts. Research on school bullying has expanded worldwide (Smith *et al.*, 1999), with a variety of intervention programmes being implemented (Smith, Pepler & Rigby, 2004a) and with some countries legally requiring schools to implement an anti-bullying policy (Anastadou & Smith, 2002). Bullying research should be designed sensitively in order to assist educationalists and policy-makers in

and implement effective interventions. The varying results of intervention research in different countries (Smith & Anastadou, 2003; Pepler, Smith & Rigby, 2004) show the necessity to advance knowledge about the predictive efficiency of each anti-bullying programme. In particular, it is important to establish which intervention components of anti-bullying programmes correlate with effect sizes, in order to determine what are the 'active ingredients'.

A systematic review aims to comprehensively locate and synthesise research that bears on a particular question, using organised, transparent, and replicable procedures at each step in the process (Laird, Cochrane & Pildal, 2008). It includes explicit criteria for inclusion or exclusion of studies

## Prevention & Treatment

*Prevention & Treatment*, Volume 4, Article 1, posted March 30, 2001  
 Copyright 2001 by the American Psychological Association

## The Prevention of Mental Disorders in School-Aged Children: Current State of the Field

Mark T. Greenberg, Celene Domitrovich  
 Pennsylvania State University

### ABSTRACT

The authors reviewed scores of primary preventive interventions that had undergone trials and been found to reduce symptoms of depression, or anxiety) or factors commonly for later mental disorders. In this review, the universal and targeted interventions that have under rigorous evaluation. The authors go on characteristics of successful prevention programs based on these characteristics for policy and based prevention of childhood psychopathology.

Mark T. Greenberg, Celene Domitrovich, and Brian Stambor  
 of Human Development, Pennsylvania State University.

This report was supported by funds from the Prevention Research Center in the College of Health and Human Development.

A portion of this article originally appeared in the report "Prevention of Mental Disorders in School-Aged Children: A Review of the Effectiveness of Prevention Programs" Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.



Report prepared for Brå by Maria M. Ttofi, David P. Farrington and Anna C. Baldry

## Effectiveness of Programmes to Reduce School Bullying

**brå**  
 brottsförebyggande rådet

Swedish National Council for Crime Prevention



# EBP Registries



- EBP Registries are a tool for a job – a means to an end.



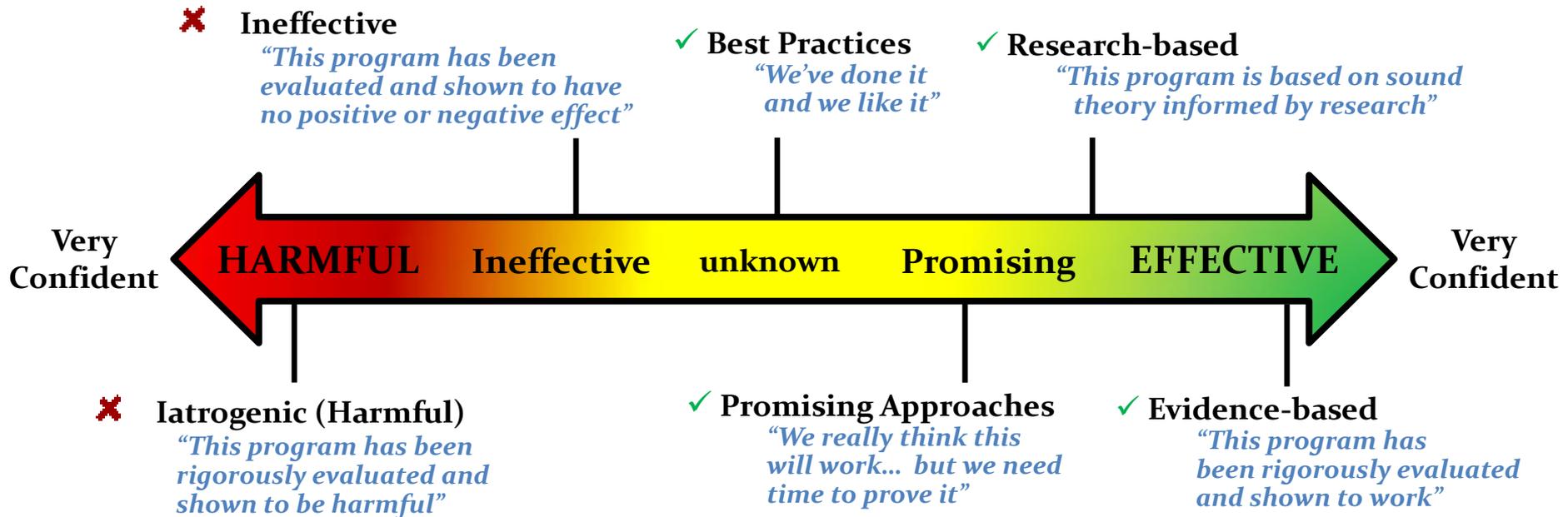
- They're only useful if you understand the tool, AND understand the job.



# Continuum of Confidence



- Programs can be placed along a continuum of confidence based on their evidence or theory



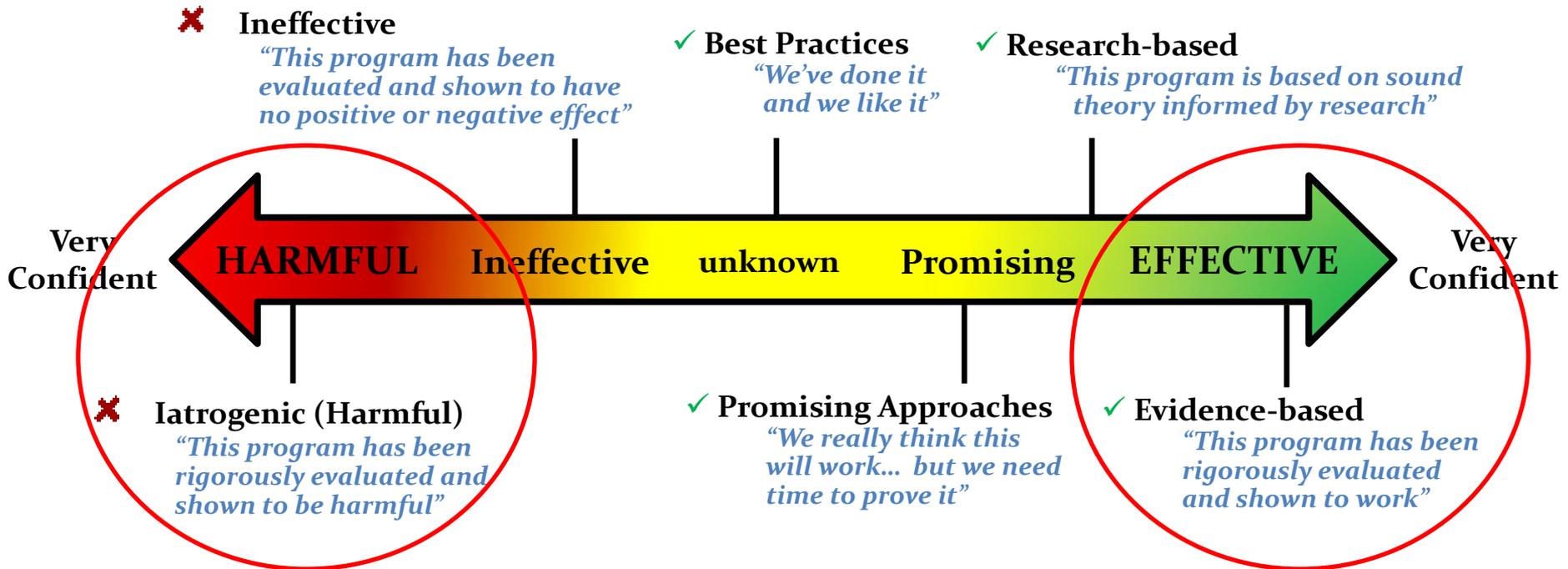
How confident are we that this program or practice is a good use of resources AND improves outcomes for children and families?



# Continuum of Confidence



- Programs can be placed along a continuum of confidence based on their evidence or theory



How confident are we that this program or practice is a good use of resources AND improves outcomes for children and families?



# Evidence-based Programs



- Theoretically sound interventions that have been evaluated using a well-designed study (randomized controlled trial or strong quasi-experimental design) and have demonstrated significant improvements in the targeted outcome(s).
- Evidence is strengthened by independent replication and sustained benefits.
- These EBPs give us the greatest confidence they will be effective at promoting better youth outcomes....

**...if they're a good fit AND are implemented well.**

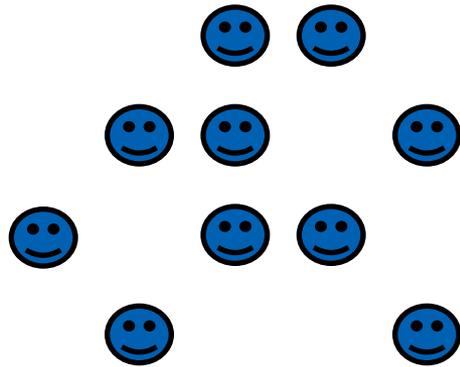


# Randomized Controlled Trial



Randomization

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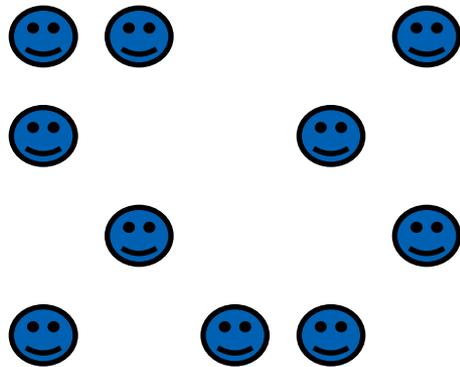


Pre-test



Post-test

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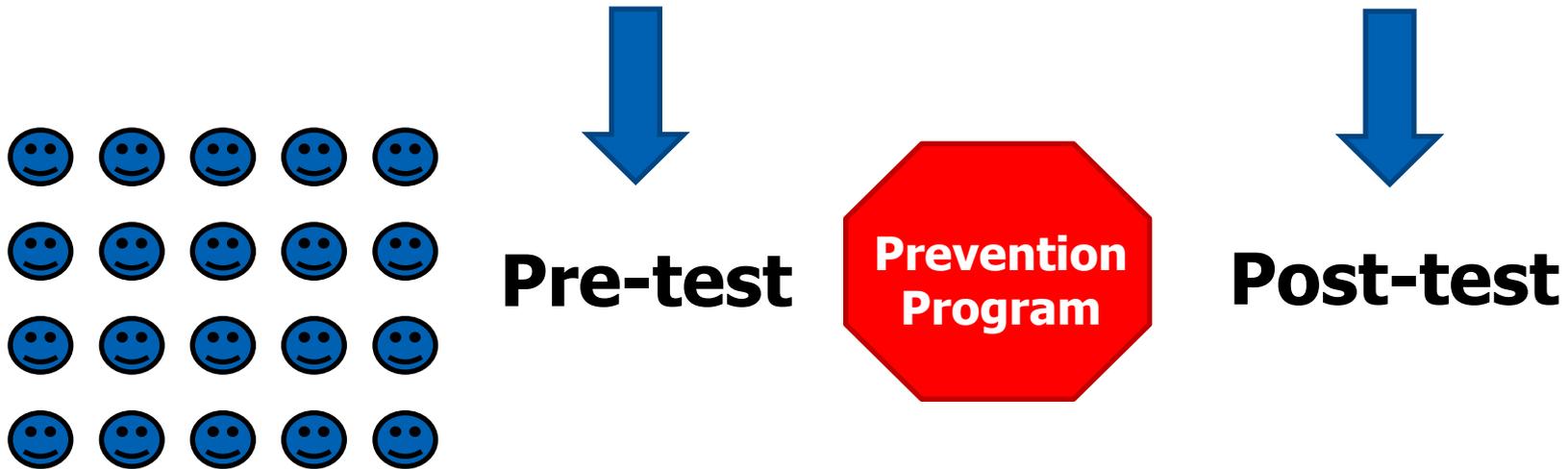
Pre-test



Post-test



# Simple Pre-Post Comparison



**We can compare the difference between pre-test and post-test,  
But...**

- What if something else caused the change?
- If the post-test isn't better, does that mean the program didn't work?
- What would have happened in the absence of the program?
- Are these kids representative of all kids?

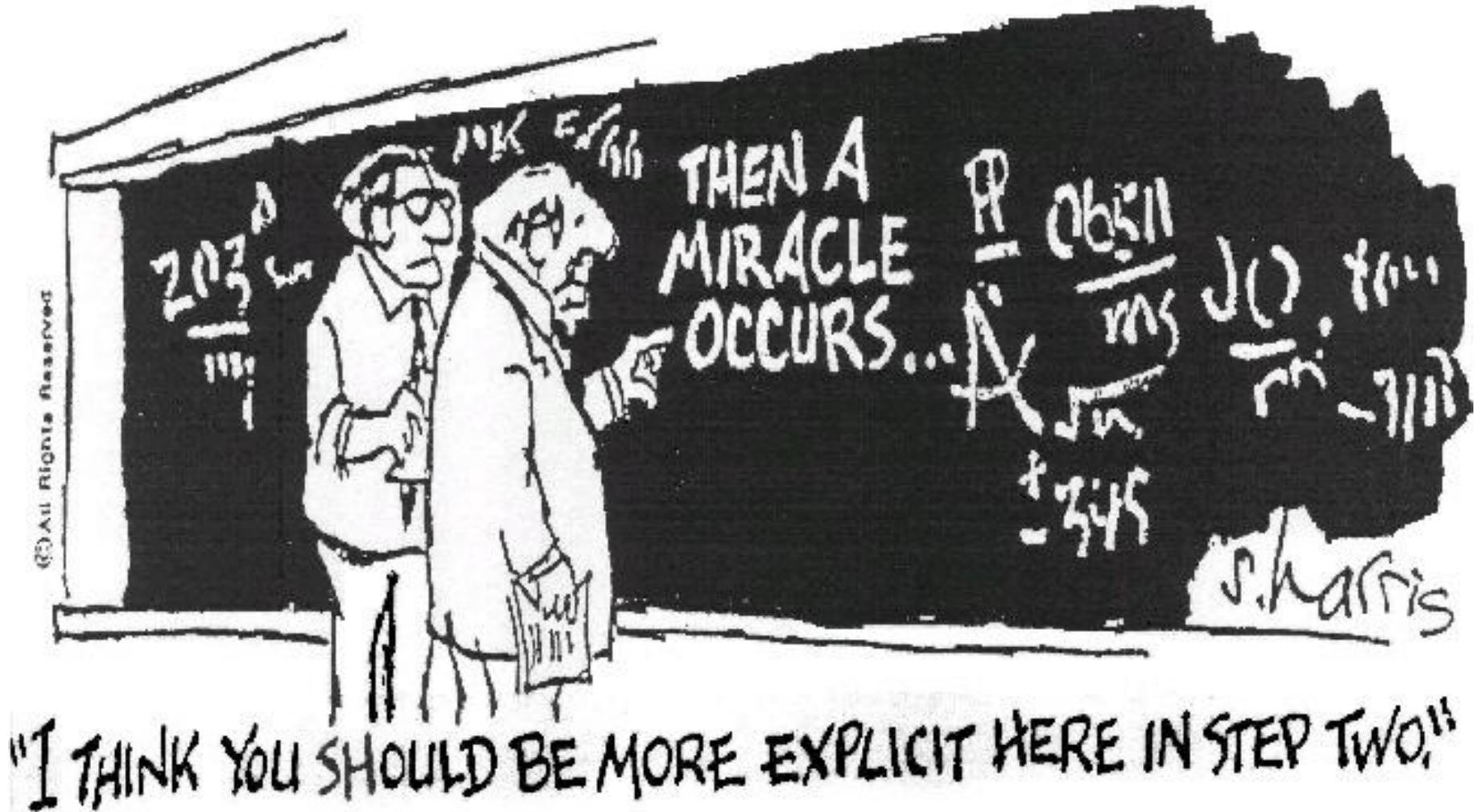


# Effective Programs...



- ...are based on a theory of the etiology of the outcome to be prevented.
- ...are based on a logic model of intervening in and changing the pathway.
- ...rely on implementation that does not violate that logic model (fidelity).





## Polling Question #3

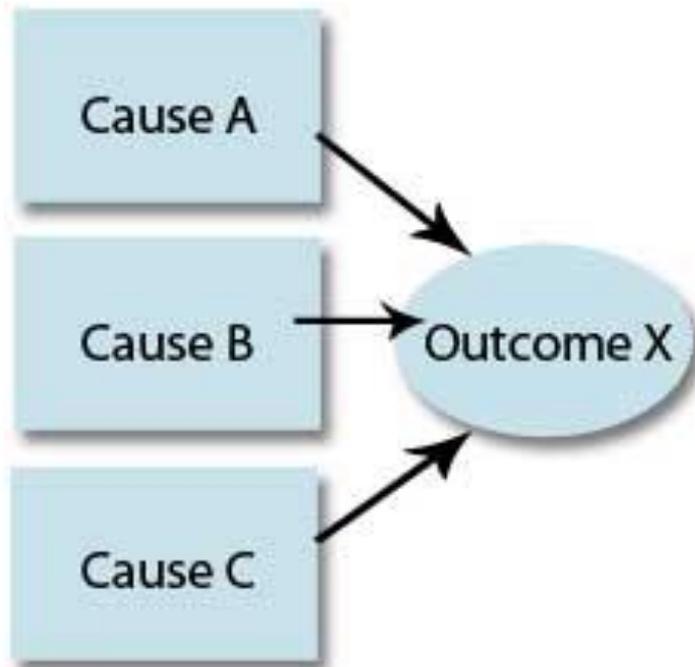


**If you are currently looking for a program to address a problem (such as bullying) in your school or community, how much background data do you have to inform your selection decision?**

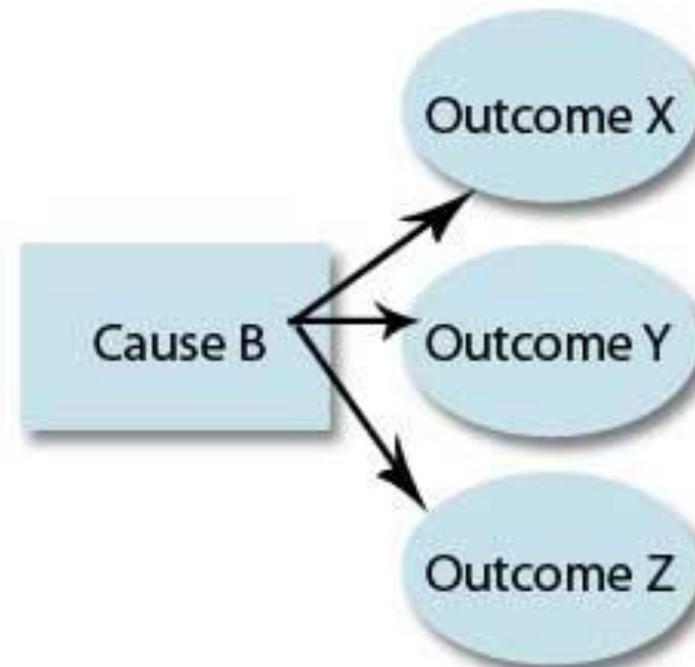
- We don't have any specific data, but there have been some "high profile" incidents and we need to act.
- We've collected some data on how much of the problem (e.g. bullying) exists.
- We have data on who is being bullied, who is doing the bullying, how often, and where.
- We have data on the above and data on known risk factors for bullying and victimization, to understand the underlying causes for OUR school.



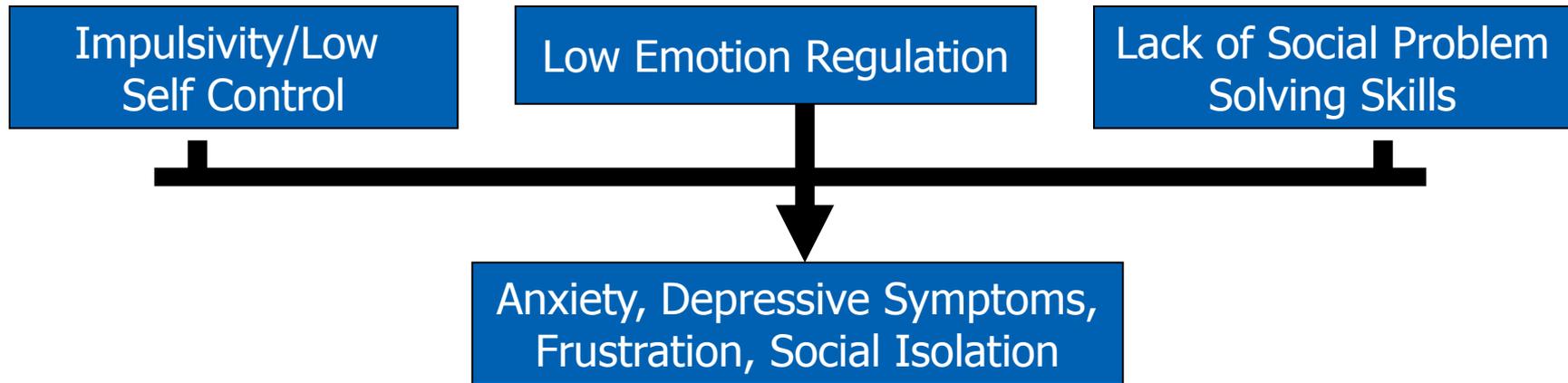
## Equifinality



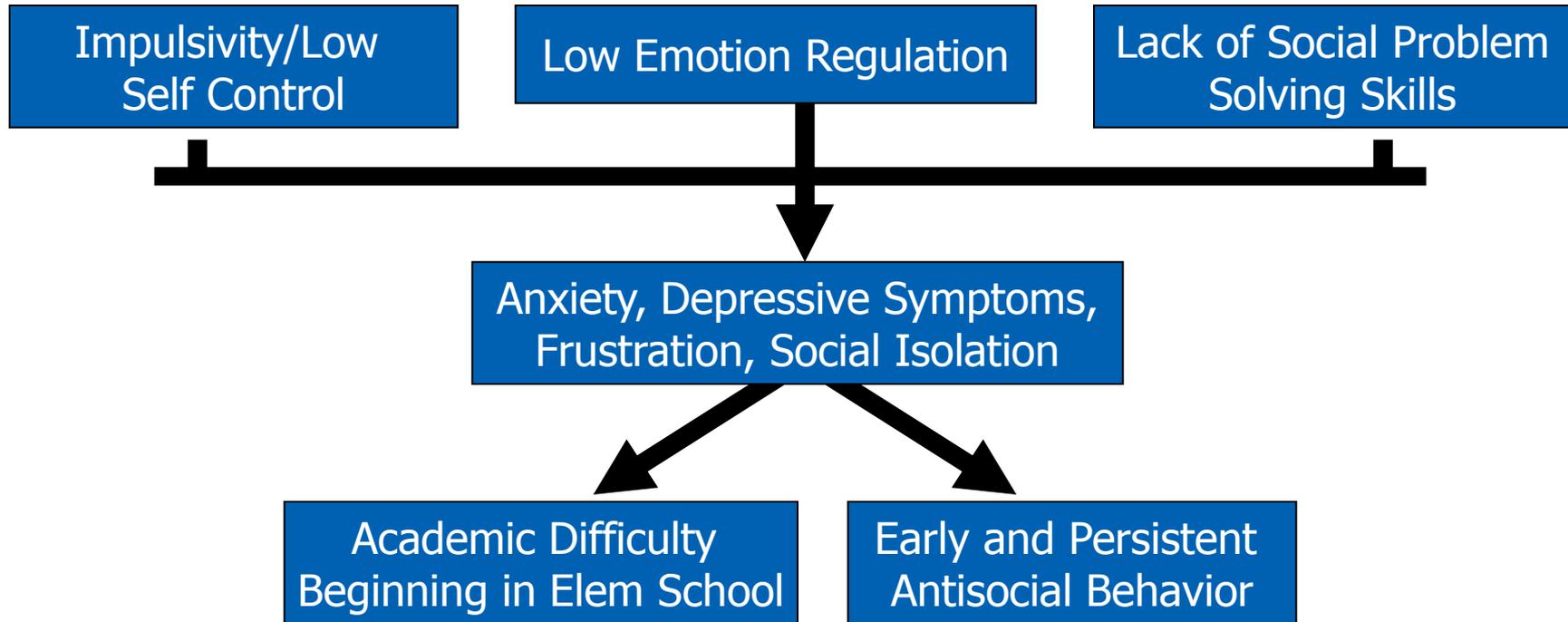
## Multifinality



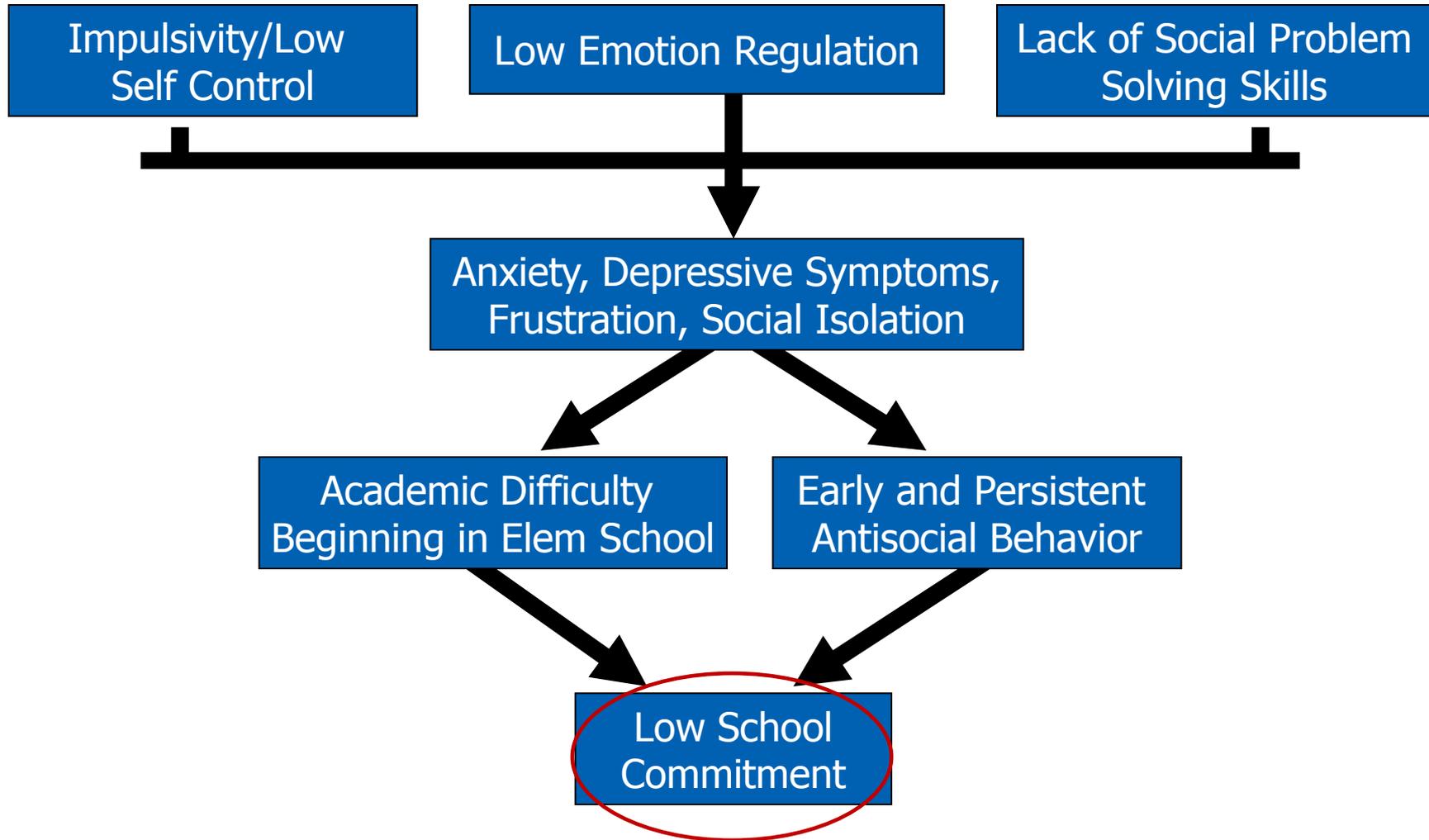
# A Theoretical Risk Factor Pathway



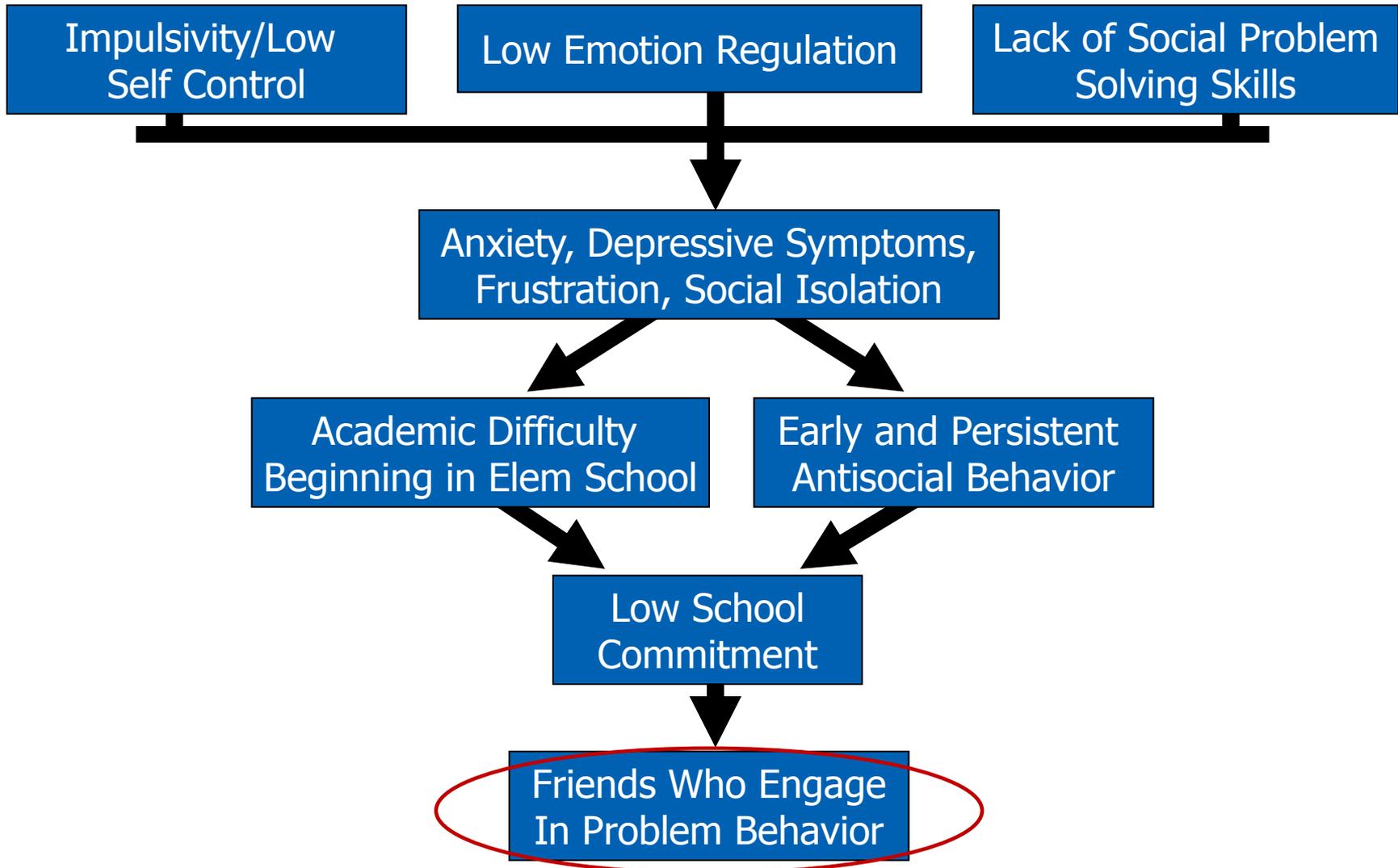
# A Theoretical Risk Factor Pathway



# A Theoretical Risk Factor Pathway



# A Theoretical Risk Factor Pathway





## Evidence + Fit + Feasibility = Best Program Choice

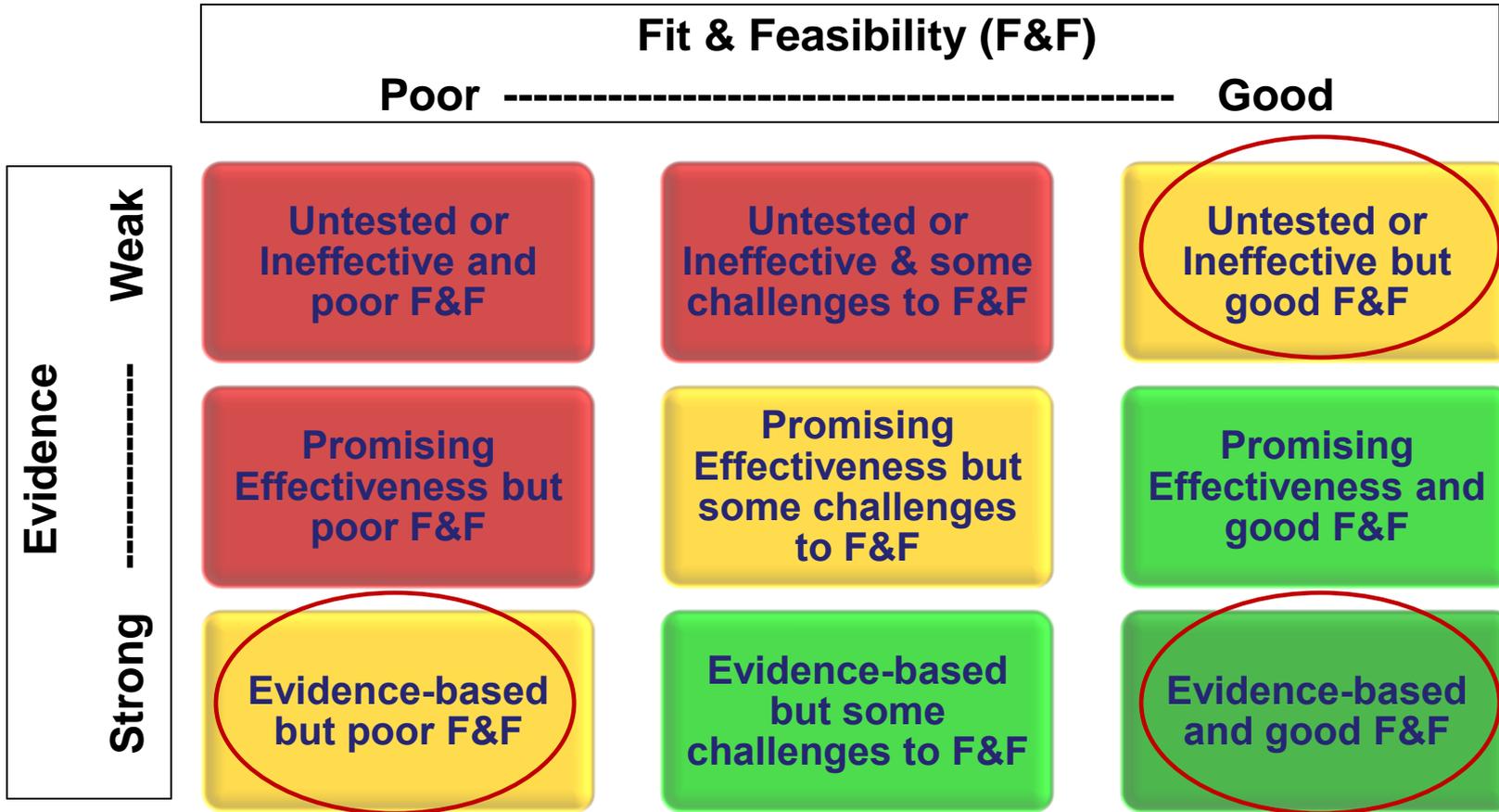
- **Evidence:** How confident can I be that this program is an effective intervention for the problem I'm trying to address?
- **Fit:** How well does this program match the context and population I'm trying to impact?
- **Feasibility:** How likely is it that this program can be delivered (and sustained) with the same level of quality that was necessary to be effective?



# Best Program Choice



**Evidence + Fit + Feasibility =  
Best Program Choice**



# All “Model Programs” Are Not Equal



- Relevance of the conceptual model (theory of change)
- Quantity and quality of evidence
- Generalizability of evidence
- Economic feasibility
- Local “fit”
- Breadth of impact
- TA and training infrastructure
- Peer network
- Sustainability



# Questions to Ask When Considering a Program



- How strong is the evidence?
- Do we need it?
- What are the other options?
- Does the evidence apply to our population?
- Is it worth the investment, and can we afford it?
- Can we assemble the necessary resources and stakeholders?
- Will our community find it acceptable?
- How broad might the impact be?
- Can the developer support our site?
- Do we know others who have used it?
- What will it take to sustain it?



# A Program Selection Activity



- A free tool “[Reducing Youth Problems and Promoting Positive Youth Development: Choosing the best program for your community](http://bit.ly/OjjwQF)” is available for download from the EPISCenter website at: <http://bit.ly/OjjwQF>

guide a community in considering these issues. In the process the worksheets can facilitate a comprehensive planning process that will also help the community to anticipate and plan to avoid or address common barriers to program adoption, implementation, and sustainability.

Where does the program fall on the Matrix of Fit & Feasibility vs. Evidence?

		Fit & Feasibility (F&F)		
		Poor ----->		-----> Good
Evidence	Weak	Untested or Ineffective & Poor F&F	Untested or Ineffective & some challenges to F&F	Untested or Ineffective but good F&F
	----->	Promising Effectiveness but Poor F&F	Promising Effectiveness but some challenges to F&F	Promising Effectiveness & good F&F
	Strong	Evidence-based but Poor F&F	Evidence-based but some challenges to F&F	Evidence-based & good F&F

Considering the Program's Evidence of Effectiveness

1. Does the program have a well-articulated underlying theory of behavior change; are specific risk and/or protective factors and developmental/causal pathway targeted by the program?

7. Does the program meet the requirements of common funding sources/initiatives?

8. Given the potential outcomes expected, is the program likely to represent a positive return on investment?

Based on your responses to the questions above, please rate the program's **Feasibility** on a scale of 1-10, with 1 being the worst (not financially feasible) and 10 being the best (good feasibility):

Total score for Evidence, Fit, and Feasibility:

*A **total score from 24-30** indicates a program with good evidence of effectiveness AND good fit and feasibility. Such a program is likely to be effective and likely to be well implemented and sustained. A **total score from 20-23** indicates a program that either has limited evidence of effectiveness or may face challenges related to poor fit of feasibility. These challenges could result in problems with implementation quality, sustainability, or even initial program acceptance in the community. Programs with a **score below 20** should NOT be considered, as they are highly unlikely to result in positive youth development or other targeted behavior change.*

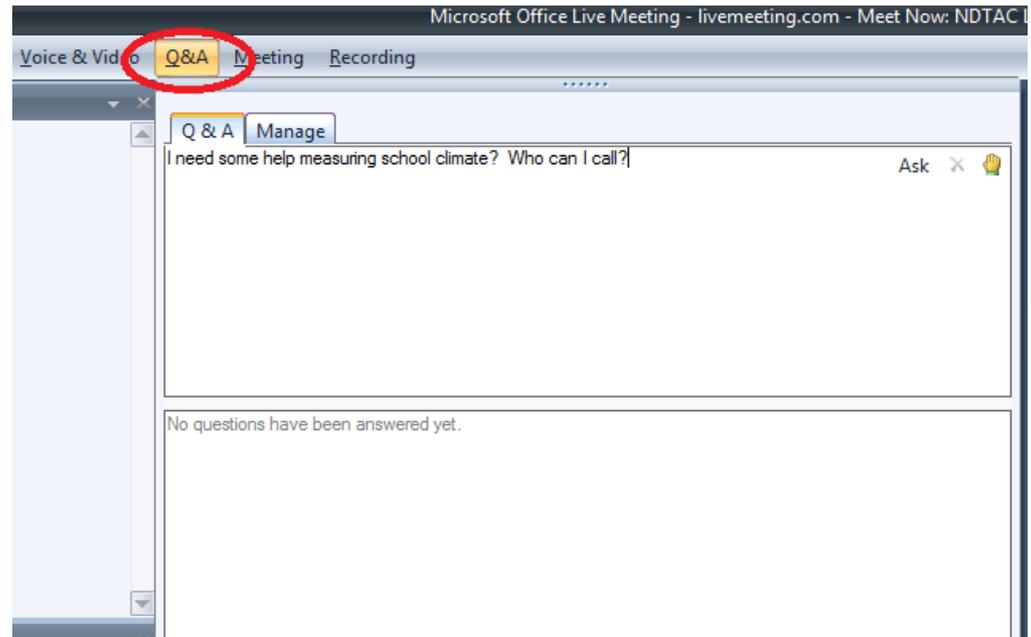
- Other resources are available at: [www.EPISCenter.psu.edu](http://www.EPISCenter.psu.edu)



# Questions?



If you have a question for the presenter, please type it in the Q & A pane or email [sssta@air.org](mailto:sssta@air.org).



# Using CrimeSOLUTIONS.gov

Amy Staubs, MPH, Office of Justice Programs, U.S. Department of Justice





# Crime SOLUTIONS .gov

RELIABLE RESEARCH. REAL RESULTS.



# E2I Goal: Translating Evidence into Practice



- A single, credible, online resource to inform practitioners and policymakers about what works in criminal justice, juvenile justice and crime victim services
- Launched June 2011





- Legislators and Legislative Staff
- Mayors
- Police Chiefs & Law Enforcement
- State Administering Agency Representatives
- Congressional Staff
- Judges & Court Personnel
- Justice Practitioners & Service Providers
- Researchers & Academics



# What CrimeSolutions.gov Offers



- Research on program effectiveness reviewed and rated by expert reviewers
- Easily understandable ratings based on the evidence that indicates whether a program achieves its goals
  - Effective 
  - Promising 
  - No Effects 
- **Key program information and research findings**





- Find an effective or promising program to replicate (search by keyword, advanced search, or topic).
- Find a program to adapt (based on a community's unique needs, population, etc.).
- Inform funding priorities and decisions.
- Identify areas in need of further research.





- Increase the use of evidence-based programs in criminal justice, juvenile justice and victim services settings.
- Inform practitioners and policy makers about what works using the best available evidence.
- At a time of budget cutbacks and fiscal shortfalls, help state and local jurisdictions address crime effectively and efficiently.



# Justice-Related Program Topics



- Corrections & Reentry
- Courts
- Crime & Crime Prevention
- Drugs & Substance Abuse
- Forensics & Technology
- Juvenile Justice
- Law Enforcement
- Victims & Victimization





To fall within the scope, a program must:

- Aim to prevent or reduce crime, delinquency, or related problem behaviors (such as aggression, gang involvement, or school attachment);
- Aim to prevent, intervene, or respond to victimization;
- Aim to improve justice systems or processes; and/or
- Target an offender population or an at-risk population (that is, individuals who have the potential to become involved in the justice system).





- The program must be evaluated with **at least one quasi-experimental research design** with a comparison condition (including time series).
- Evaluations must assess one or more outcomes related to crime and delinquency, victimization, or justice system improvements.
- Evaluations must be published in a peer-reviewed journal or comprehensive research report.
- The date of the evaluation's publication must be **1980 or later**.



# Eight-Step Program Review and Rating Process



1. Preliminary program identification

2. Initial program screening

3. Literature search

4. Initial evidence screening

5. Selection of evidence base

6. Expert review

7. Study classification

8. Program evidence rating





OFFICE OF JUSTICE PROGRAMS

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FAQs
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Topics A-Z

- Corrections & Reentry
- Courts
- Crime & Crime Prevention
- Drugs & Substance Abuse
- Juveniles
- Law Enforcement
- Technology & Forensics
- Victims & Victimization

### Searching Programs

Find programs that meet your needs on CrimeSolutions.gov.

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Recently Posted Programs

The Office of Justice Programs' CrimeSolutions.gov uses rigorous research to determine what works in criminal justice, juvenile justice, and crime victim services.

On CrimeSolutions.gov you will find:

- ◆ Research on program effectiveness reviewed and rated by Expert Reviewers
- ◆ Easily understandable ratings based on the evidence that a program achieves its goals
  - Effective
  - Promising
  - No Effects
- ◆ Key program information and research findings

RELIABLE RESEARCH. REAL RESULTS.

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CrimeSolutions.gov is not an exhaustive list of all justice-related programs, and a program's inclusion on this site does not constitute an endorsement by the U.S. Department of Justice.

I would like to:

- ◆ [Learn how programs are rated](#)
- ◆ [Understand how to use this information](#)
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- ◆ [Find out who rates programs](#)
- ◆ [Recommend a program](#)

**Programs at a Glance**

Total Number of Programs: !

- 35% Effective
- 60% Promising
- 5% No Effect

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- Multiple ways to find information
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- Browse by topic
- Advanced search
- All programs

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**All Programs**

Title	Rating	Topics
After-Sales in Lakeside (England)	✓	Crime and Crime Prevention
Alameda County Child Welfare Program	✓	Corrections and Reentry, Courts and Substance Abuse
Business Improvement Districts (BIDs) in Philadelphia	✓	Crime and Crime Prevention
Business Improvement Districts (BIDs) Los Angeles, Calif.	✓	Crime and Crime Prevention, Law Enforcement
Culiacan Courts (Gu.) Victim Impact Panels	✓	Courts, Courts and Substance Abuse, Victims and Victimization

Showing 1 to 5 of 14 entries

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**All Programs**

View All (14) | Effective (4) | Promising (9) | No Effect (1)

By Evidence Rating: Select options

By Study Design: Select options

By Topic: Select options

By Program Type: Select options

By Problem: Select options

By Setting (Delivery): Select options

By Geography: Select options

By Age: Select options

By Race/Ethnicity: Select options

By Gender: Select options

By Targeted Population: Select options

Clear Filter

**Corrections and Reentry**

**Summary**

The correctional population in the United States includes adults under community supervision (on probation or parole), in state and federal prisons, and in local jails. Over the past three decades the correctional population has increased from approximately 1.8 million in 1980 to more than 7.2 million in 2009, with the majority (70%) under the supervision of community corrections (probation or parole). The correctional population declined (down 0.7% or 48,900 offenders) between 2009 and 2008; the first decline since data collection began in 1980.<sup>[1]</sup>

**Fast Facts**

- In 2009, over 7.2 million people were on probation, in jail or prison, or on parole at year-end, representing about 3.1% of adults in the U.S. resident population (or one in every 32 adults).<sup>[2]</sup>
- In 2009, 82% of the total correctional population was male.<sup>[3]</sup>
- The total national, federal, and state-level direct expenditures for corrections (including community corrections) was \$74 billion in 2007.<sup>[4]</sup>
- In 2009, the **community supervision** population declined 0.9% from 5,064,975 to 5,019,855. This was the first decline observed in the population since data collection began in 1980. The probation population decreased by 0.9% and the parole population decreased by 0.7%.<sup>[5]</sup>
- In 2009, the U.S. **prison population** grew at its slowest rate (0.2%) since 2000, reaching approximately 1.6 million prisoners at year-end (208,118 federal prisoners and 1,405,622 state prisoners). The federal prison population increased 3.4%, while the number of prisoners under state jurisdiction declined by 0.2%, the first decline in the state prison populations since 1977.<sup>[6]</sup>
- Black, non-Hispanic** males were imprisoned at a rate six times higher than white, non-Hispanic males and nearly three times higher than Hispanic males.<sup>[7]</sup>
- At least 95% of state prisoners will be **released from prison**; nearly 80% of whom will be released to parole supervision, according to 2002 estimates.<sup>[8]</sup>
- Local jails** admitted an estimated 12.9 million people between July 2009 and June 2010, about 17 times the size of the one-day population (748,728) at midyear. Between midyear 2009 and 2010, the jail inmate population declined by 2.4%. This marks the second recorded decline in the jail population since data collection began in 1982.<sup>[9]</sup>

**NCJRS Library**

The NCJRS Abstracts Database contains abstracts or more than 200,000 criminal justice, juvenile justice, and substance abuse resources housed within the NCJRS Library. Search the NCJRS Abstracts Database for resources on this topic.

**Corrections and Reentry at a Glance**

Total Number of Programs: 5

- 20% Effective
- 30% Promising
- 20% No Effect

See All Programs

**OJP Publications**

Mortality in Local Jails, 2000-07. BJS, July 2010. [PDF](#) [Text](#)

Prison Inmates at Midyear 2009 - Statistical Tables. BJS, June 2010. [PDF](#) [Text](#)

Sexual Victimization in Juvenile Facilities Reported by Youth, 2008-09. BJS, January 2010. [PDF](#) [Text](#) [Web](#)

Prisoners at Year-end 2009 - Advance Counts. BJS, June 2010. [PDF](#) [Text](#)

Alternatives to Custodial Supervision: The Day Fine. NAC. Sponsored, April 2010. [PDF](#)

**Q&A**

Where can I find the number of persons imprisoned for immigration violations? [See Answer](#)

Where can I find a listing of universities and colleges that have criminal justice programs? [See Answer](#)

Where can I find the most recent version of the Office of Justice Programs (OJP) Annual Report? [See Answer](#)

More Q&A



# 210 Program Records...and Counting



## ■ Users can “drill down” from brief summary information to:

- Program description
- Outcomes
- Study methodology
- Cost
- Implementation information
- Evidence reviewed
- Additional references

The screenshot displays the CrimeSOLUTIONS.gov website interface. At the top, it features the logo for the Office of Justice Programs and the tagline 'RELIABLE RESEARCH. REAL RESULTS.'. Below the navigation bar, the breadcrumb trail reads 'Home > Programs > Clarke County (Ga.) Victim Impact Panels'. The main content area is titled 'Programs' and 'Clarke County (Ga.) Victim Impact Panels'. It includes an 'Evidence Rating' of 'Promising - One study' with a checkmark icon. The 'Program Description' section details the program's goals, target population (offenders with a DUI conviction), and program components. A 'Program Snapshot' sidebar on the right provides key demographic and program information:

Program Snapshot
Age: 16 - 100
Gender: Male, Female
Race/Ethnicity: Black, White
Geography: Suburban, Urban
Setting (Delivery): Courts
Program Type: Restorative Justice, Victim Programs, DUI/DWI Courts
Problem Addressed: N/A
Targeted Population: Alcohol and Other Drug (AOD) Offenders
Current Program Status: Active
Listed by Other Directories: N/A
Program Director: Athens-Clarke County Courthouse, 325 E. Washington Street, Suite 200





## Fulfilling the Mission of the Office of Justice Programs (OJP) and the Evidence Integration Initiative (E2I)

OJP launched E2I in 2009 with three goals to:

1. Improve the quality and quantity of evidence generated by OJP
2. Integrate evidence into program, practice, and policy decisions
3. Improve the translation of evidence into practice

OJP is using two integrated resources to put these goals to action:



Using EBP  
Registries

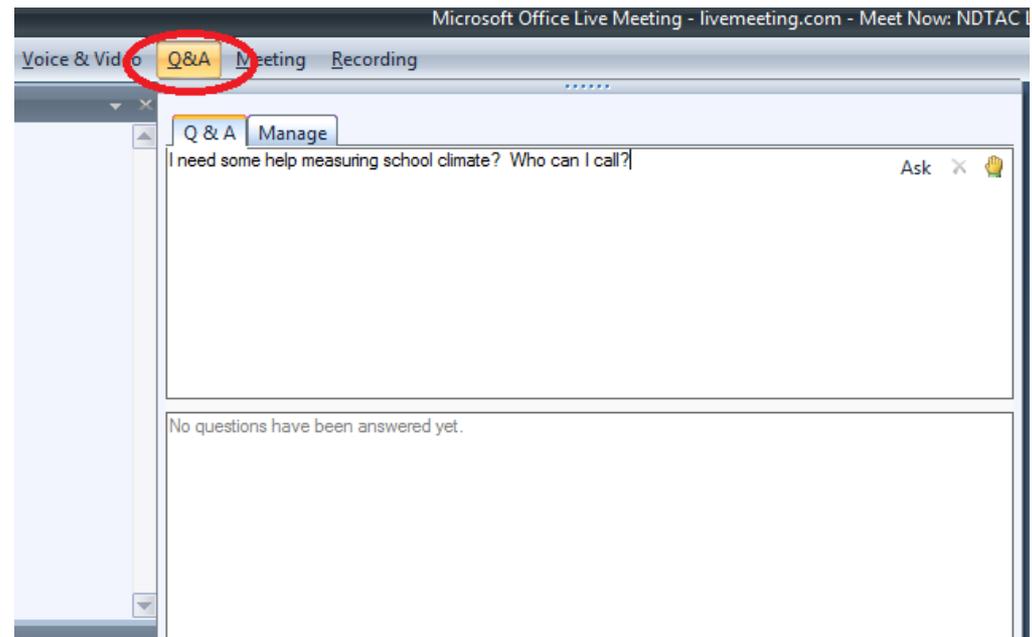
Using  
CrimeSOLUTIONS.  
gov

Community  
Experience Selecting  
Program via Registry

# Questions?



If you have a question for the presenter, please type it in the Q & A pane or email [sssta@air.org](mailto:sssta@air.org).





# A Community's Experience in Selecting a Program via a Registry

Nancy Vaniman, Project Director, Choose Peace/Stop Violence



# Need for Program



- A youth violence prevention collaborative in Broward County, Florida was formed in 2010 after violent acts received national attention.
  - A youth was set on fire by 3 teens over a dispute concerning money.
  - A middle school student was severely beaten by a teen that exchanged harassing text messages.
  - Study methodology



# How Organization Was Formed



- 200 community members met to discuss community-wide strategies to address youth violence
- Representatives from agencies including:
  - Elected officials
  - Students
  - Law Enforcement
  - Business Leaders
  - Funding Agencies
  - Educators
  - Media



# Organization's Structure



- The community partnership is designed to provide guidance in the selection of evidence based programs to address youth violence, including bullying prevention in the schools and community.
- Members include:
  - School District
  - Law Enforcement
  - Health Department
  - Healthcare Agencies
  - Children's Agencies
  - County Government
  - Non-Profit Agencies





- Broward County has one school district with 235,000 students.
- The Broward County Sheriff's Office provides law enforcement services in 14 jurisdictions.
- A Children's Services Council was formed to provide funding for evidence-based programs throughout the county.
- The United Way of Broward County Commission on Substance Abuse is the state prevention partner to coordinate substance abuse prevention initiatives throughout the county to avoid duplication of services and to ensure that evidence-based programs are implemented.





- Broward County is the 2nd largest county in Florida.
- There are 31 jurisdictions within the county.
- Broward County has the highest rate of juvenile delinquency in the state of Florida.
- There are 18 local law enforcement agencies.
- There are over 100 agencies who serve children.



# Challenges Faced & Solutions Found



## Challenges: Education

- Broward County has numerous funding agencies to support youth violence/bullying initiatives.
  - Not all funding agencies have the expertise or resources to research/select evidence-based programs.
- Service Providers
  - Providers are bombarded with information on “what works” in the area of bullying prevention, including internet sites, private companies, and national organizations.

**Solution:** Funders have made a commitment to research evidence-based programs AND to invite subject matter experts to provide training to service providers on “what works and what doesn’t work” in the areas of children’s services.



# Challenges Faced & Solutions Found (continued)



## **Challenge:** Funding

- Evidence-based programs are sometimes cost prohibitive to implement.

**Solution:** Local funding agencies have collaborated to ensure that resources are distributed to agencies who implement evidenced-based programs.



# Challenges Faced & Solutions Found (continued)



## **Challenge:** Fidelity

- Service providers sometimes lack the training to implement evidence-based programs with fidelity.

**Solution:** Funders are requiring the implementation of evidence based programs AND provides funding to train program staff.

## **Challenge:** Commitment

- Most evidence-based programs require long-term commitment to implement with fidelity.
- Providers rely on external funding that doesn't necessarily support the commitment required to implement the program.

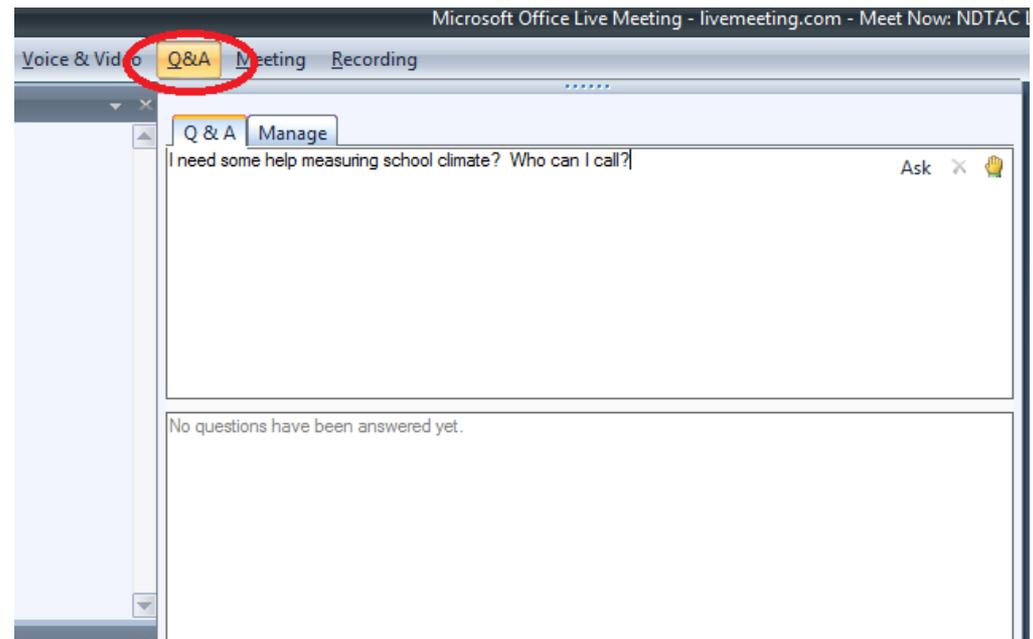
**Solution:** Funders are providing multi-year funding.



# Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org).





## 1. Use Evidence-based Registries

- Narrow the field of potential programs and strategies.
- Identify programs and strategies that are ineffective (or even potentially harmful).

## 2. Choose Wisely

- Because of the difficulty in implementing evidence based programs, understand the required components of the program (i.e., required data collection) before you commit resources to that program.

## 3. Community Support

- Ensure that you have the support of the community (school officials, after-school providers, funders) to commit to implementing a program.

# Citations



1. Greenberg, M., Domitrovich, C., & Bumbarger, B. (2000). Prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment*, 4(1). Retrieved from <http://journals.apa.org/prevention/volume4/pre0040001a.htm>
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3. Ttofi, M., & Farrington, D. (2009). What works in preventing bullying: effective elements of anti-bullying programmes. *Journal of Aggression, Conflict, and Peace Research*, 1(1). 13-24.
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7. Moore, J., Bumbarger, B., & Rhoades, B. (in Press). Examining adaptations of evidence-based programs in natural contexts. *Journal of Primary Prevention*.
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9. Bumbarger, B., & Perkins, D. (2008). After Randomized Trials: Issues Related to Dissemination of Evidence-Based Interventions. *Journal of Children's Services*, 3(2).
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